



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## Educational Writings

### REVIEWS AND BOOK NOTES

*Educational sociology*.—From psychology the teacher expects to learn much about how to teach. The laws of attention, of memory, and of forgetting, the rate and manner of learning—these are but samples of the great body of generalizations about human nature which belong to the stock-in-trade of every teacher; the formulation has come from psychology, and the method is the method of the laboratory.

But there are questions far more fundamental that are forcing themselves insistently on those who plan the schools of a growing and complex democracy, namely, What is it that shall receive attention? What subject-matter should be remembered? What facts, principles, and methods should be learned? These are the questions which Professor Snedden attempts to answer in a very interesting book,<sup>1</sup> and the answers he hopes to obtain from sociology.

The treatment is divided into four parts, of which the last is considerably longer than the others. Part I discusses "Societies and Social Groups" and is clearly designed to give a sufficient background to a student who comes without any formal training in sociology, if taken in connection with Part II on "Social Forces, Processes, and Values." The author's chief indebtedness seems to be to Professor Ross in this division, though the list of "values" is taken from Small's six interests with modifications and certain additions. The section on "Religious Groups" is perhaps the most difficult one on which to write and raises the most questions in the mind of the reviewer. The goal of this part of the discussion is reached when the "Major Social Values" are set forth, but the list is preceded by a brief statement which will prevent the thoughtful student from getting an illusion of finality. Says the author:

Sociology has as yet developed neither final classifications nor comparative evaluations of the "social values" or "goods." This is unfortunate for the educational sociologist, since the formulation of scientific objectives for education depends heavily upon well-defined standards of social values. But time and effort will give us more knowledge—especially in view of the rapid progress now being made by sociology and its sub-science, social psychology. In the meantime, provisional studies can serve to translate or extend the experience that we all in a large measure possess [p. 250].

<sup>1</sup> DAVID SNEDDEN, *Educational Sociology*. New York: Century Co., 1922. Pp. xii+689. \$4.00.

It is just this fundamental and initial difficulty that constantly makes a sociologist pause, and, though the statement is honestly made as quoted, the reviewer feels that the author hopes after all to get what he has confessed is not quite ready for delivery.

Part III is devoted to the "Sociological Foundations of Education," while Part IV, some 220 pages in length, takes up specifically the "sociological foundations" of the different school subjects. In Part III education is thought of as physical, vocational, social, and cultural, and foundations in sociology are sought for each of these. There is a rather uncritical acceptance of a naïve theory of instincts, and there are other evidences of the drawbacks of our too specialized age. The fourth part goes into gratifying detail as to the different school subjects, beginning with the English language studies and discussing languages, literature, mathematics, science, geography, civics, mental science, art, music, and vocational education and vocational guidance. Vocational education is treated with a completeness that reveals the author's familiarity with the complexities and difficulties of the subject.

It is not at all clear to the reviewer that the case has been made out or that it can be made out. It is still debatable whether values can ever be the subject of scientific demonstration, and, while sociology ought to help, perhaps it would be disastrous to sociology in the long run if it were to promise too much just now. Be that as it may, Professor Snedden saves a theoretically difficult situation by his introduction and skilful use of the notion of "case group" which fills the latter part of the book and which entitles the work to be called sociology. In the recognition of the reality and importance of these groupings, and in his insistence on the taking into account of these groupings in any analysis or in the making of any program, the author has given point and interest and great value to a discussion which would otherwise have left many questionings. For it is in the "group concept" that modern sociology has found its most fruitful notions.

Social psychology would rather formulate its problem as to the social causes of personality than to try to discover how the personality is modified in society. And Professor Snedden does not talk about what a "child" needs or even about what a "boy" needs. He rather presents the student with such a concrete picture as: "Given the case of one hundred boys from American working class homes, of good to fair ability, who can give four years, between the ages of fourteen, etc."

The concrete questions about concrete people not only make the reader feel that the author is in touch with life but make the book exceeding readable and interesting.

The method of introducing questions at the beginning of the chapter to stimulate the minds of the readers is carried out in a way to insure the success of the effort to get and hold the attention. Perhaps the questions are more apt to call out opinions than to promote research, but the text takes up the same

problems, and there are tentative conclusions presented at the close of most of the discussions.

The bibliographies are very brief, so brief that it would have been better to have added annotations. In brief references there are, inevitably, serious omissions; too long bibliographies are so confusing that perhaps short bibliographies are better.

The book is very interesting and will undoubtedly have a wide use. It was prepared for teachers, but sociologists will find it worth their while to read it.

ELLSWORTH FARIS

UNIVERSITY OF CHICAGO

---

*Adolescence and high-school problems.*—No topic in the field of secondary education has received fuller and more frequent treatment than that of adolescence. The latest discussion of the subject comes from a school administrator<sup>1</sup> who has attempted to make the psychology of adolescence the real basis for interpreting many of the problems in the organization and administration of the secondary school.

The book, as indicated by the title, is divided into two parts. In the first part the author has packed into 125 pages an illuminating discussion of the nature of youth which, although presenting in general the point of view of the race-recapitulation theorist, is remarkably free from the extravagant speculations and vagaries of most writers of that school. The second part of the book treats some of the outstanding administrative problems of the high school in the light of the fundamental thesis established in the first part, namely, that the only constant in secondary education is the racial character of the youth.

Chapter viii, "The Transition from the Elementary to the Secondary School," deserves special mention. It is a distinct contribution to the literature of the junior high school and is the best summary of junior high school theory and practice in print. Chapter x, "The Curriculum," on the other hand, is too general and is below the standard of the other chapters of the book. The chapters on high-school problems are clearly and vigorously written. They reveal unusually keen insight into administrative technique and a deep, human concern for the interests and welfare of the individual high-school student. The adult who received his education in the high school of twenty years ago, after reading the second part of the book, might well regret that he had not had the opportunity to receive his secondary education in a school administered after the manner described by this author.

This book should be read by high-school teachers, administrative officers, and the parents of high-school girls and boys. It will stimulate anyone who is concerned with the human side of high-school education.

W. C. REAVIS

<sup>1</sup> RALPH W. PRINGLE, *Adolescence and High School Problems*. Boston: D. C. Heath & Co., 1922. Pp. x+386. \$1.60.